

Digital Literacy Development Towards Golden Indonesia 2045

M. Salim¹, Zudan Rosyidi²

Universitas Islam Negeri Sunan Ampel Surabaya^{1,2}

*E-mail: salim241201@gmail.com

Abstract

Digital literacy is a form of ability to obtain, understand and use information from various sources in digital form. Digital literacy can help improve the quality of life of the community through increased productivity, efficiency, and innovation. Mastery of literacy in all aspects of life is indeed a fundamental thing in the progress of a nation's civilization. The Vision of Golden Indonesia 2045 is an idea where in 2045 Indonesia will experience progress with rapid development where the momentum also coincides with the 100th anniversary of Indonesian independence. This study aims to theoretically describe the findings related to the development of digital literacy towards Golden Indonesia 2045. Literature study is used as a method in this study with a descriptive approach by collecting and reviewing various relevant sources, such as articles, books, and other scientific works that discuss digital literacy and Golden Indonesia 2045. Based on the results of the literature study, various programs were held to improve public literacy. In terms of digital literacy, the government is holding a national literacy movement program to accelerate the digital literacy of the Indonesian people. With several programs that are basically to train and empower Indonesian people's resources in facing global challenges related to the rapid development of digitalization so that they can keep up with the acceleration of the era. This is also inseparable from the role of cooperation between the government and educators, as well as communities that are active in building digital literacy of the Indonesian people in order to prepare for the golden Indonesia 2045. The vision of Golden Indonesia 2045 is an ideal to make Indonesia a Sovereign, Advanced, and Sustainable Country in 2045 when Indonesia celebrates 100 years of independence, to realize this desire is not easy, it requires empowerment of human resources and also innovation in terms of the economy. The government must continue to strengthen the digital literacy of educators through online and offline training and socialization as a form of readiness of educators in following the flow of digitalization and educators are the key to success in the learning process. Digital literacy also plays a key role in encouraging innovation in the field of entrepreneurship.

Keywords: Digital Literacy, Golden Indonesia 2045



Licensees may copy, distribute, display and perform the work and make derivative works and remixes based on it only if they give the author or licensor the credits ([attribution](#)) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for [non-commercial](#) purposes.

Introduction

Digital literacy is a competency that includes a person's skills in searching for, recognizing, analyzing, and using information appropriately and efficiently, which comes from various digital platforms such as internet networks, mobile phones, video games, television broadcasts, and other types of technological media that are developing in the digitalization era. (Kurniawan et al., 2021). According to Paul Gilster in his book Digital Literacy, digital literacy is a person's ability to understand and utilize various information from various sources that can be accessed via computer. (Waruwu, 2021).

In the 21st century, digitalization is growing rapidly in various areas of life, including in the way people consume information. The extraordinary advancement of technology has caused an explosion of information from various sources, from facts to hoaxes. In this condition, more and more

parties are realizing the importance of a functional approach that emphasizes the development of the reader's linguistic skills. These skills include the ability to sort, assess, and verify information critically before accepting or sharing it. (Sumartias et al., 2024). The ability to utilize technology and information through digital devices greatly helps to increase effectiveness and efficiency in various aspects of life, such as in academics, the world of work, and daily activities. (Naufal, 2021). Digital literacy relates to everyone, young and old, in urban and rural areas, and lasts throughout time. (Atep sujana, 2019). So a thought emerged that it is important to integrate critical thinking skills in digital literacy education, considering that interactions on social media are now increasingly complex and require deeper understanding. (Sumartias et al., 2024)

Digital technology is not something new to society, because it has been developing for decades. Its rapid development makes the 21st century known as the digital era. (Waruwu, 2021) Digital literacy skills play an important role in the process of finding and utilizing information. People can more easily access, understand, and apply information effectively. This can ultimately encourage an increase in the quality of life through increased productivity, work efficiency, and encourage the birth of various innovations. (Sulistyaningsi, 2025). Literacy skills that cover various aspects of life are the main foundation in driving the progress of a nation's civilization (Naufal, 2021).

The development of technology has become an inseparable part of people's lives. Through technological advances, various events that occur all over the world can be accessed quickly and easily, reflecting the real impact of the globalization process. (Ahmad Rohman, Masduki Asbari, 2024). A proverb says, "The world is not as wide as a moringa leaf." However, compared to now, the world is exactly as small as a moringa leaf.

The Vision of Golden Indonesia 2045 is a concept about the future of Indonesia that describes rapid progress in various fields in 2045. This moment also coincides with the celebration of 100 years of Indonesian independence, so it is an important milestone in realizing the desire to become an advanced, sovereign and competitive country. (Anjani et al., 2023). Indonesia targets to have the largest economic power in the world by 2045 with sustainable and inclusive economic growth (Agung et al., 2024). In addition to economic growth, the vision of Golden Indonesia also includes quality human development, social justice, and environmental sustainability. With strong synergy and collaboration between all parties, it is hoped that the young generation of Indonesia can optimize their potential and role in realizing Golden Indonesia 2045. (Palguna, 2024). The younger generation plays an important role in this, because they are the ones projected to reach peak productivity in that year. In other words, the future depends greatly on the readiness and contribution of the younger generation in facing challenges and taking advantage of existing opportunities. (Palguna, 2024).

Even though there is a strong determination to achieve these ideals, various challenges and problems still need to be resolved, one of which is the low quality of human resources compared to educational standards in Indonesia (Ilham, 2024). To achieve the vision of Indonesia Emas 2045, comprehensive preparation efforts are needed in building superior and highly competitive human resources. Strengthening the quality of human resources is a crucial foundation in supporting the success of national development in the future. (Muharam, 2023).

The quality of human resources holds the main pillar to drive the development of a country, especially in facing the challenges of global competition. Therefore, the country needs to have the ability to develop and optimize the potential of human resources effectively through expanding access to education, training, and appropriate mobilization strategies (Didik Himmawan et al., 2023). Today, attention is not only focused on the government's performance in setting regulations or policies, but also on the understanding of the Indonesian people about the meaning of education and their attitudes in seeking knowledge. Education is seen as the key to changing individual lives while contributing to the progress of the nation. (Anjani et al., 2023)

From the explanation above, this study aims to 1) describe theoretically the findings related to the development of digital literacy towards the golden Indonesia 2045. 2) analyze efficient strategies for

developing digital literacy. So that it is expected to be a picture of the relationship between digital literacy towards the golden Indonesia 2045.

Method

This study uses a literature study method with a qualitative descriptive approach to analyze the development of digital literacy towards Indonesia Emas 2045. In the literature study process, researchers collect and review various relevant literature sources. These sources include scientific articles, books, and other academic works that specifically discuss issues related to digital literacy and the vision of Indonesia Emas 2045. Literature studies provide a strong theoretical foundation and allow researchers to understand various perspectives and findings of previous studies. (Fauziyah et al., 2024).

The literature search process in this study was carried out through various academic platforms and trusted publication sources. Some of the platforms used include Publiih Or Perish Google Scholar, Scimago, and the National Library of Indonesia. In an effort to find relevant information, researchers used specific keywords, namely "Literasi digital" and "Indonesia Emas 2045."

A qualitative descriptive approach was used to analyze the collected data. The data collection process was carried out carefully, where researchers evaluated the quality and relevance of each selected source, resulting in a comprehensive and in-depth analysis (Salsabil et al., 2025). This analysis was conducted systematically with a focus on two main dimensions: the potential of digital literacy in supporting the golden Indonesia 2045 and the challenges that will be faced towards the golden Indonesia 2045.

Literature selection was carried out in stages to ensure that only the most relevant and quality sources were selected. In the first stage, the researcher reviewed the title and abstract of each article to assess the relevance of the content to the research topic. Articles that met these initial criteria were then continued to the second stage. In the second stage, the researcher accessed and reviewed the full text of articles that were considered relevant. This process aims to ensure the validity and depth of information contained in each source. In this way, the researcher can ensure that the data used in the analysis is accurate and reliable, thus supporting the conclusions drawn in this study.

Result and Discussion

Condition of digital literacy of Indonesian society

According to the survey results Asosiasi Penyelenggara Jasa Internet Indonesia (APJII), According to the survey results of the Indonesian Internet Service Providers Association (APJII), of the total population of Indonesia which reached 278.7 million Indonesians in 2023, internet users reached 221.5 million. With male internet users 50.7% and female 49.1%. Meanwhile, in terms of age, the majority of people surfing the internet are Gen Z (born 1997-2012) as much as 34.40%. Then, the millennial generation (born 1981-1996) is 30.62% (APJII, 2024)

IMDI measurement data from 2022 to 2024 shows an increasing trend, with the national score in 2024 recorded at 43.34. The digital skills pillar recorded the highest score, which was 58.25, while the empowerment pillar scored the lowest, which was 25.66. This shows that Indonesian society is currently able to utilize digital technology, although its use is not yet optimal in supporting productive economic activities (Komdigi, 2024). In addition, there is also inequality in digital access. Communities, especially in rural areas, show variations in access and individual abilities to utilize technology. This is often influenced by economic, geographical, and educational aspects. Communities that do not have adequate access to technology or do not understand how to use it will experience backwardness in various aspects of life, including in education and employment. Therefore, digital literacy education is very important to empower individuals in facing these challenges. (Putri et al., 2025).

The Importance of Digital Literacy

The development of digital literacy is based on four fundamental principles: understanding, interdependence, social aspects, and curation. The principle of understanding refers to a person's ability to interpret the meaning, both implied and explicit, of various digital media content. Meanwhile, the

principle of interdependence emphasizes the reciprocal relationship between various digital media that complement and enrich each other through their various features and functions. The social aspect relates to the methods used to Find, process, share, or store information. Curation is defined as the ability to know the value of information and store it to be converted into a reference that can be viewed and is useful in the long term (Ulfah, 2019).

Digital literacy is a crucial skill in the information age, especially for the progress of a country. In the context of Indonesia, digital literacy not only serves to improve individual abilities, but also contributes to the social, economic, and educational progress of the country as a whole.

Improving the Quality of Education

An educator who has deep insight into digital literacy can provide assistance to students who face challenges in accessing technology or who are less familiar with its use. With a deep understanding of digital literacy, educators are able to design inclusive learning strategies and provide essential guidance and support for students who need it. Then students can learn to competently obtain, assess, use, provide information, and use it wisely (Susandi et al., 2025).

Reducing the Spread of False Information

A high level of digital literacy helps people to be more critical in filtering information. With the ability to evaluate sources and content, people can avoid hoaxes and misleading information. Increasing digital literacy plays a crucial role in maintaining the social and political stability of a nation, while strengthening public trust in the validity of information spread in the digital space (Sabrina, 2018).

Supporting Economic Development

In the economic context, digital literacy helps individuals and businesses to leverage technology in their operations. This includes the use of e-commerce, digital marketing, and data management, all of which can improve efficiency and productivity (Komdigi, 2024). Countries with high levels of digital literacy tend to have stronger and more competitive economies than other countries.

The role of government and educational institutions in accelerating the increase in digital literacy

Indonesia, as a large country, needs to develop a culture of literacy as a requirement for 21st century life skills through integrated education, from family, school, to society. The development of a culture of literacy must cover all areas of education (Nasrullah et al., 2017). Since 2016, kementerian Pendidikan dan kebudayaan (Kemdikbud) has launched the National Literacy Movement with the aim of accelerating the development of Indonesian literacy culture, which is currently considered to be still low (Masitoh, 2018). This movement is implemented through integrated cooperation between various related work units, with a comprehensive coverage ranging from early childhood education to the general public, and reaching elementary and secondary education levels. Its implementation actively involves educators and education personnel as the spearhead of the Literacy Movement including the ability to read and write, understanding numbers, scientific knowledge, awareness of financial aspects, skills in the digital world, and understanding of culture and citizenship (Nasrullah et al., 2017).

Sustainable development in Indonesia towards the vision of Indonesia Emas 2045 is based on global commitments through the Sustainable Development Goals (SDGs), with a special emphasis on improving the quality of education as one of its main pillars. In order to realize this, the government has implemented Presidential Regulation Number 59 of 2017 concerning the Achievement of Sustainable Development Goals, which specifically regulates efforts to realize quality education that is inclusive and equitable, while expanding access to lifelong learning opportunities for the entire community (Zufiyardi et al., 2023). Quality education has made a lot of progress. One of the basic skills of literacy is literacy (Sari et al., 2022)

Strengthening digital literacy in the process of implementing education is also very much needed. Students basically live in the digital era where they can access all information and carry out daily activities through technology, especially addiction to accessing information through Google. This has an impact on the quality of information they get compared to quality information that is already available in the school library (Rachman et al., 2025). This is known as the term digital native, namely

the generation that lives in the digital era where the internet is part of their daily lives. However, it also contributes to giving birth to new disasters such as the increasing number of individuals who are caught in legal cases for producing hoaxes or hate speech on social media (Diputra et al., 2020). Therefore, students need to be more selective in utilizing technological advances to the maximum, as well as the role of a teacher to be able to keep up with the development of digital literacy in order to provide a positive impact on the learning process so as to ensure superior quality education.

The flow of digitalization can no longer be stopped, so an important role is needed in the field of education, especially educators, to keep up with future technological developments, because the young generation who will later be designated as the golden generation in 2045 must have clear educational quality. There needs to be training related to digital literacy for educators to increase understanding of digital literacy-based learning to support in carrying out tasks as educators (Rohmah, 2019). Training for teachers related to digital literacy learning will also have a positive impact on students' understanding of the use of technology as a good and correct learning tool. So that they will also be able to use it well in everyday life (Waruwu, 2021).

Efficient strategies to develop digital literacy

Training

Training is an effective method to improve digital literacy. Programs that provide basic training in information technology, cybersecurity, and information reliability in cyberspace have shown significant impacts in developing digital skills of their participants (Rullah et al., 2025). Basic information technology training in this program includes an introduction to hardware and software, the use of productivity applications, and navigation in cyberspace. This material is intended so that participants are able to utilize technology optimally to support their work and daily lives. Meanwhile, the digital security module focuses on personal data protection practices, recognizing online fraud, and the use of encryption and two-factor authentication. This is important considering the increasing number of cybercrimes that take advantage of user ignorance (Rullah et al., 2025).

The aspect of information reliability (credibility) is an inseparable part of this program, considering the flood of hoaxes and misinformation in digital media. Participants are invited to develop their ability to verify facts, recognize information bias, and use fact-checking tools. By combining these three elements, this program not only focuses on improving technical skills, but also seeks to form a critical and responsible mindset in interacting in the digital realm (Waruwu, 2021).

Training sessions can be designed to be accessible to the general public and relevant, by asking for the help of qualified instructors. This will be very effective in addressing the digital literacy gap. In line with the opinion (Budiarto et al., 2024) there is a need for socialization and provision of infrastructure. Online training has shown significant progress in digital skills among participants.

Community collaboration

Community empowerment through communication strategies is a crucial factor in improving digital literacy, especially for those with minimal technological skills. Efficient initiatives can address the digital divide, encourage individual development, and increase community participation (Abiddin et al., 2022). This can also involve the role of local government officials in increasing community participation so that cooperation in increasing community digital literacy is more effective and implemented evenly.

Various community programs have shown that focused educational initiatives can substantially improve the ability of individuals in a community to distinguish credible information from misinformation. Digital literacy education has profound significance, based on the seven pillars of the information literacy model that has been implemented effectively. It aims to equip communities with the skills to identify, evaluate, and manage information, while encouraging critical thinking (Raturahmi & Fanaqi, 2022).

Digital literacy to realize superior human resources towards golden Indonesia 2045

To achieve Golden Indonesia 2045, it is important to empower Teachers as entities that have a fundamental role in the dynamics of education. In order to prepare the golden generation of Indonesia, it is very important to have qualified educators and have competencies that are in accordance with future demands (Mahanal, 2014). This is because educators are someone who is one of the keys to the success of education and a role model (example) for students and an inspiration for students in achieving success in their learning process. In an effort to reduce the digital divide, the application of the digital literacy model needs to be optimized. Digital literacy includes more than just the ability to use technology, information, and communication devices; it also involves social skills, learning abilities, and critical, creative, and inspiring thinking attitudes as part of digital competence (Nasrullah et al., 2017).

Teachers who understand digital literacy can help students who have limited access to technology or who are not familiar with using technology. Through understanding digital literacy, educators can formulate inclusive learning strategies and provide guidance and support to students who need it. Understanding digital literacy is a very crucial aspect for educators in today's digital age (Rachman et al., 2025)

After the empowerment of human resources in the field of education is implemented, the next thing is development in the field of entrepreneurship that covers the wider community. One of the government programs by the Ministry of Communication and Information is the digital talent scholarship (DTS) program organized by BPSDM (Human Resource Development and Research Center) of the Ministry of Communication and Information aims to improve the skills and competencies of Indonesian human resources in the digital field. One of these programs is the Digital Entrepreneurship Academy (DEA), which trains individuals to accelerate the development of digital technology in entrepreneurship (Rhamadona et al., 2023). Several things, including entrepreneurship, can now be done online due to advances in technology.

Reviewed directly from (Komdigi, 2025) The curriculum of the 2025 Digital Entrepreneurship Academy (DEA) training is divided into basic and intermediate training levels, namely: Basic Level Training, (a) Basic Digital Marketing, (b). Sharia-based MSME Digitalization. Intermediate Level Training, (a). Digital Marketing with Artificial Intelligence (AI) for Entrepreneurs, (b). Business Operational Management, (c). Business Analytics and Optimization. In each level of training, participants will learn about digital entrepreneurship with a duration of 8-13 hours of training (1-4 days) which can facilitate business activities/business management. The digital empowerment pillar reflects the capacity of the community to utilize digital technology for productive activities, including the use of technology related to digital financial activities, effective use of social media, and transactions on e-commerce platforms. In the empowerment pillar, the role of the community in utilizing digital technology is clearly visible, both as users and as providers (Komdigi, 2024).

The Ministry of Communication and Informatics not only has a Digital Entrepreneurship Academy (DEA) program, but also collaborates with various parties in the National Literacy Movement that focuses on digital literacy, namely Siberkreasi. Siberkreasi was established with the intention of overcoming the challenges that arise due to the spread of negative content via the internet, namely hoaxes, cyberbullying and online radicalism by socializing knowledge about digital literacy into various sectors. However, the existence of negative content - sometimes even fake, which can be accessed via the Internet, can be considered a new threat not only to the democratic process but also to national unity. Therefore, an initiative is needed from the government to meet the digital literacy needs of its people (Pamungkas, 2021). The Cybercreation Movement is implemented through active participation from various groups and backgrounds, including communities, the private sector, academics, government, media, and civil society (Aulya Prabandari Santoso et al., n.d.).

Based on all the statements above, the relationship between literacy and the achievement of Golden Indonesia is through literacy, it is expected to have skills in science and technology. Thus, the

hopes of the golden generation of Indonesia are achieved: religious, intelligent, productive, and comprehensive.

Conclusion

Various programs are held to improve public literacy. In the aspect of digital literacy, the government is holding a national literacy movement program to accelerate the digital literacy of the Indonesian people. With several programs that are basically to train and empower the resources of the Indonesian people in facing global challenges related to the rapid development of digitalization so that they can keep up with the acceleration of the era. This is also inseparable from the role of cooperation between the government and educators, as well as communities that are active in building digital literacy of the Indonesian people in order to prepare for the golden Indonesia 2045

The vision of Golden Indonesia 2045 is an ideal to make Indonesia a Sovereign, Advanced, and Sustainable Country in 2045 when Indonesia celebrates 100 years of independence, to realize this desire is not easy, it requires empowerment of human resources and also innovation in terms of the economy. The government must continue to strengthen the digital literacy of educators through online and offline training and socialization as a form of readiness of educators in following the flow of digitalization and educators are the key to success in the learning process. Digital literacy also plays a key role in encouraging innovation in the field of entrepreneurship. By leveraging technology and digital tools, entrepreneurs can develop new ideas and increase the efficiency of their businesses.

References

- Abiddin, N. Z., Ibrahim, I., & Aziz, S. A. A. (2022). Advocating digital literacy: Community-based strategies and approaches. *Academic Journal of Interdisciplinary Studies*, 11(1), 198–211.
- Agung, A., Novitasari, S., Agung, A., Agung, I., & Dwijayanthi, O. (2024). Peran Pendidikan Dalam Meningkatkan Pemahaman Generasi Muda Mengenai Tantangan dan Peluang Menuju Indonesia Emas 2045 Pendahuluan. *Jhr 247: Abdimas*, 2(3), 1–7.
- Ahmad Rohman, Masduki Asbari, D. R. (2024). Literasi Digital: Revitalisasi Inovasi Teknologi. *Information Systems and Management*, 3(1), 1–4. <https://jisma.org/index.php/jisma/article/view/742/128>
- Anjani, I. E., Natalia, D., Suprima, S., Tarina, D. D. Y., Anam, A. K., & Lewoleba, K. K. (2023). Sosialisasi Pentingnya Pendidikan Bagi Generasi Muda Demi Mewujudkan Indonesia Emas 2045. *Journal Of Human And Education (JAHE)*, 3(4), 322–331.
- APJII. (2024). Asosiasi Penyelenggara Jasa Internet Indonesia. <https://apjii.or.id/berita/d/apjii-jumlah-pengguna-internet-indonesia-tembus-221-juta-orang>
- Atep sujana, dewi rachmatin. (2019). Literasi digital abad 21 bagi mahasiswa PGSD: apa, mengapa, dan bagaimana. *Current Research in Education: Conference Series Journal*, 1(1).
- Aulya Prabandari Santoso, I., Anwar, S., & Djoko Waluyo, S. (n.d.). The Role Of Siberkreasi In Enhancing Digital Literacy Abilities To Prevent The Act Of Radicalism. 43. Retrieved April 27, 2025, from <https://tirto.id/dhhu>,
- Budiarto, B. W., Karyadi, S., Wasiran, W., Pratiwi, R., & Irwan, D. (2024). Improving Digital Literacy of Village Communities in Indonesia through Information Technology-Based Community Service Programs. *Unram Journal of Community Service*, 5(3), 267–271.
- Didik Himmawan, Syaefulloh, Sofyan Sauri, & Azi Khoirurrahman. (2023). Peran Tenaga Pendidik Dalam Transformasi Pendidikan Menuju Generasi Emas Indonesia. *Manajia: Journal of Education and Management*, 1(1), 20–30. <https://doi.org/10.58355/manajia.v1i1.3>
- Diputra, K. S., Trisiantari, N. K. D., & Jayanta, I. N. L. (2020). Gerakan literasi digital bagi guru-guru sekolah dasar. *JCES (Journal of Character Education Society)*, 3(1), 118–128. <https://journal.ummat.ac.id/index.php/JCES/article/view/1483>

- Fauziyah, R., Cahyani, I., & Kurniawan, K. (2024). Revitalisasi Literasi Digital dalam Pembelajaran Menulis Artikel Opini Menuju Generasi Emas. *Jurnal Onoma: Pendidikan, Bahasa Dan Sastra*, 10(4), 3548–3555.
- Ilham, M. (2024). Keterampilan Abad 21 : Kunci Sukses dalam Transformasi Pendidikan Menuju Visi Indonesia Emas 2045. 1(2), 46–52.
- Komdigi. (2024). Indeks Masyarakat Digital Indonesia. In *Imdi.Sdmdigital.Id*. https://imdi.sdmdigital.id/home_2023
- Komdigi, B. P. S. (2025). Wirausaha & UMKM Digital Entrepreneurship Academy. Digitalent. <https://digitalent.komdigi.go.id/program?akademi=DEA>
- Kurniawan, A., Octa Indarso, A., Yoga Sembada, W., & Anwar, K. (2021). Pemberdayaan Literasi Digital di Desa Waringin Kurung, Cimanggu Pandeglang. *Indonesian Journal of Society Engagement*, 2(2), 91–105. <https://doi.org/10.33753/ijse.v2i2.35>
- Mahanal, S. (2014). Peran guru dalam melahirkan generasi emas dengan keterampilan abad 21. *Seminar Nasional Pendidikan HMPS Pendidikan Biologi FKIP Universitas Halu Oleo*, 1, 1–16.
- Masitoh, S. (2018). Blended Learning Berwawasan Literasi Digital Suatu Upaya Meningkatkan Kualitas Pembelajaran dan Membangun Generasi Emas 2045. *Proceedings of The ICECRS*, 1(3), 13–34. <https://doi.org/10.21070/picecrs.v1i3.1377>
- Muharam, S. (2023). Urgensi Infrastruktur Pendidikan Sebagai Wajah Peradaban Baru Ibu Kota Negara Indonesia Menuju Generasi Emas 2045. *Journal Education Innovation E-ISSN*, 1(1), 106–113. <https://jurnal.ypkpasid.org/index.php/jei>
- Nasrullah, R., Aditya, W., Satya, T. I., Nento, M. N., Hanifah, N., Miftahussururi, M., & Akbari, Q. S. (2017). Materi pendukung literasi digital. *Direktorat Jenderal Pendidikan Dasar dan Menengah*.
- Naufal, H. A. (2021). Literasi Digital. *Perspektif*, 1(2), 195–202. <https://doi.org/10.53947/perspekt.v1i2.32>
- Palguna, I. K. A. (2024). Peran utama generasi muda dalam penguasaan teknologi, pelestarian seni, dan sosial budaya menuju indonesia emas 2045.
- Pamungkas, R. B. (2021). Siberkreasi & literasi digital indonesia. In *Center for digital society (Issue 26)*. <https://kitamenulis.id/2021/10/08/literasi-digital/>
- Putri, D. S., Soelfema, & Putri, L. D. (2025). Pendidikan Literasi di Era Teknologi dalam Mengatasi Kesenjangan Digital pada Masyarakat. *Jurnal Bahasa Dan Pendidikan*, 5(1), 151–156.
- Rachman, A., Widya, T. P., Ferdiansyah, A., Budi, A. M., Hidayat, A., Rizqi, M., Azkia, N., Pendidikan, D., & Dasar, G. S. (2025). Implementasi Literasi Digital Dalam Pembelajaran Bagi Guru Sekolah. 8(1), 1516–1522.
- Raturahmi, L., & Fanaqi, C. (2022). Peningkatan Kemampuan Mengidentifikasi Pesan Hoax Melalui Literasi Informasi pada Remaja. *Jurnal Media Pengabdian Komunikasi*, 2(2), 207–219.
- Rhamadona, S., Sufa, S., Indrasari, M., Brumadyadisty, G., & Asnawi, A. (2023). Communication Audit of Digital Entrepreneurship Academy of Human Resources Research Program and Development Agency of the BPSDMP Kominfo Surabaya in Pamekasan Region. *Jurnal Riset Multidisiplin Dan Inovasi Teknologi*, 2(01), 197–206.
- Rohmah, N. (2019). Literasi digital untuk peningkatan kompetensi guru di era revolusi industri 4.0. *Awaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 2(2), 128–134. <http://ejournal.iai-tabah.ac.id/index.php/awaliyah/article/view/448>
- Rullah, A. D., Silva, F. R., Pratama, E. T. H., & Purwanto, E. (2025). Strategi Komunikasi untuk Meningkatkan Literasi Digital di Kalangan Pemuda. *Jurnal Pemberdayaan Ekonomi Dan Masyarakat*, 2(1 SE-Articles), 16. <https://doi.org/10.47134/jpem.v2i1.568>
- Sabrina, A. R. (2018). Literasi digital sebagai upaya preventif menanggulangi hoax. *Communicare: Journal of Communication Studies*, 5(2), 31–46.
- Salsabil, F., Meilinda, N., & Zhaira, O. (2025). Generasi muda, media sosial dan masa depan budaya nusantara di era indonesia emas 2045. *Prosiding Pekan Ilmiah Pelajar (PILAR)*, 5.

- Sari, S., Fazilla, S., & Milfayetty, S. (2022). Strengthening Digital Literacy Through Scientific Literacy For Indonesian Emas 2045 In Elementary School. *ICONSEIR*. <https://doi.org/10.4108/eai.21-12-2021.2317255>
- Sulistyaningsi, E. (2025). Penerapan Ipteks untuk Menciptakan Masyarakat yang Mandiri dan Berdikari Menyongsong Indonesia Emas 2045. *Prosiding the 10th Seminar Nasional ADPI Mengabdikan Untuk Negeri*.
- Sumartias, S., Suryana, A., Ariadne, E., & Ratnasari, E. (2024). Penguatan Literasi Digital Generasi Muda melalui Pelatihan Media Digital dan Pembuatan Konten Digital. *Prima Abdika: Jurnal Pengabdian Masyarakat*, 4(2), 206–217. <https://doi.org/10.37478/abdika.v4i2.3636>
- Susandi, A., Amelia, D. J., Huda, M. M., MZ, A. F. S. A., & Khasanah, L. A. I. U. (2025). Relevansi Kurikulum Merdeka Berbasis Literasi Digital Menuju Generasi Indonesia Emas 2045 Ari. *Journal of Nusantara Education*, 4(2), 107–117. [http://download.garuda.kemdikbud.go.id/article.php?article=2832491&val=25337&title=Pengaruh penggunaan web module fisika berbasis NTT's local wisdom terhadap kemampuan berpikir kreatif](http://download.garuda.kemdikbud.go.id/article.php?article=2832491&val=25337&title=Pengaruh%20penggunaan%20web%20module%20fisika%20berbasis%20NTT's%20local%20wisdom%20terhadap%20kemampuan%20berpikir%20kreatif)
- Ulfah, A. (2019). Model literasi digital dalam upaya mengurangi kesenjangan digital untuk santri menuju indonesia emas 2045. *Jurnal Ilmu-Ilmu Sosial Dan Humaniora*, 14(1), 1–7.
- Waruwu, W. (2021). Pengaruh Literasi Digital Terhadap Pendidikan Di Indonesia. *Pharmacognosy Magazine*, 75(17), 399–405.
- Zufiyardi, Z., Chandra, B., Susanti, E., Mangesa, R., & Sanulita, H. (2023). Peningkatan Pendidikan Karakter Dan Keagamaan Dalam Rangka Menyiapkan Generasi Emas Indonesia Tahun 2045. *Jurnal Pengabdian Kolaborasi Dan Inovasi IPTEKS*, 1(3), 253–259. <https://doi.org/10.59407/jpki2.v1i3.32>